DOCUMENT RESUME

ED 300 340 SP 030 333

AUTHOR Chrietzberg, Agnes L.
TITLE Equity in Sports Programs for Girls and Women: The View of Sports Leaders.
PUB DATE 88
NOTE 13p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Educational Equity (Finance); Elementary Secondary Education; Financial Policy; Higher Education; *Publicity; *Sex Fairness; *Womens Athletics

ABSTRACT

A survey of 45 leaders of girls' and women's sports in Kentucky sought opinions on sex equity in public school and college athletic programs. Specifically, opinions were elicited about fundings and publicity for girls' and women's sports. Survey participants were predominately female, white, and associated with education in college or public schools as teachers, coaches, administrators, trainers, or sports information personnel. Results indicated that sport leaders expressed attitudes toward funding and publicity that were supportive of educational and developmental values. They generally supported equal funding of sports programs for girls and boys, and equal publicity for all teams regardless of success and fan support. They opposed a business orientation to funding. They also opposed the view that program funding should be proportional to fan support and revenue, and the idea of that publicity should be dependent upon fan interest, team success, or the potential to generate revenue. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED300340

EQUITY IN SPORTS PROGRAMS FOR GIRLS AND WOMEN

THE VIEW OF SPORTS LEADERS

Agnes Chrietzberg

Department of Physical Education

Eastern Kentucky University

Spring 1988

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. Chrietzberg

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP030333

Citizens for Sports Equity Conference, May 1987, Eastern Kentucky University, Richmond, Kentucky 40475. Appreciation is expressed to Teresa Isaac, Project Director, for assistance provided in collection of data.

EQUITY IN SPORTS PROGRAMS FOR GIRLS AND WOMEN

THE VIEW OF SPORTS LEADERS

The opportunity to participate in sports and physical activity is associated with educational and developmental benefits. Efforts have been made through legislation and negotiation to secure greater opportunities for girls and women. Title IX legislation and implementation regulations provided a catalyst that allowed leaders at the grassroots to improve the quality and quantity of opportunities for girls.

Initial gains have been slowed and in some cases reversed by changes in the political and economic climate. The traditional patterns of socialization remain rigid and continue to provide more encouragement and opportunity for boys and men than for girls and women. According to reports of the National Child and Youth Fitness Study II, by grade four, boys participate in community leagues and sports programs at twice the rate of girls. The allocation of resources and opportunities to participate in sports programs are weighed in favor of boys in both school and community programs.

During the spring of 1987, the Citizens for Sports Equity Project sponsored a conference which drew leaders of girls' and women's sports from across the state of Kentucky. The purpose of the conference was to address concerns about the diminished role of women's leadership in the positions of coaches, officials, and athletic directors. That gathering offered the opportunity to sample the opinions of teachers, coaches, administrators,

athletes and parents towards selected options about funding and publicity for girls' and women's sports. The data contained in this report was gathered from a survey of those leaders, and it provides documentation of the unity and diversity of opinion about funding and publicity options.

Those who promote sports opportunities for girls and women in school and communities must work within the milieu of present conditions. Their view of the present coupled with the visions they hold for improving the status of sports opportunities for girls and women will provide energy for those who will lead us toward future progress. Continuous communication and dialogue among leaders is essential for developing insight into the problems and foresight concerning possible solutions.

Those who completed the survey (N = 45) were predominately female (N = 44), white (N = 43), and associated with education (public school teachers, coaches, administrators; college teachers, coaches, administrators; athletic directors; athletic trainers; and sports information personnel). A few participants held jobs outside of education or did not specify job status (N = 7). The average age of participants was thirty-four years with ages ranging from twenty-one years to fifty-three years (s = 8.68). When asked to identify ways in which they were involved in sports and athletics, participants typically identified multiple involvements, and a large majority were involved only with girls (Table 1).

TABLE 1

SPORTS LEADERSHIP INVOLVEMENT

Type of Involvement	Frequency
Sports/Athletics	
Teacher	26
Coach	22
Spectator	21
Athlete	18
Promoter	10
Profession related	9
Official	8
Administrator	7
Parent	4
Others	9
Gender Group	
Girls only	32
Co-ed (mixed gender)	4
Both boys and girls (separate)	1
All combinations	1
Boys only	1
None	5

The survey asked participants to respond to eight opinion statements, four regarding funding and four regarding publicity. Responses were made on a five point, Likert type scale which ranged from "strongly support" to "strongly oppose." The statements presented represented a range of positions from established funding and publicity patterns used by institutions or organizations to hypothetical patterns which might represent idealized or desired conditions. Statements were designed to reflect options from those that might be considered strongly feminist to those more reflective of the current state of affairs.

To access feminist leanings, participants were asked: How do you regard yourself relative to the feminist position on education? (Examples: Title IX or issues on educational equity.) As shown in Table 2,

the group supported a feminist position on education; so, it would be expected that they would be advocates for funding and publicity options which most benefit girls and women. Group consensus was expected to favor equal economic support and to favor publicity which gives the same status and extent of coverage to men's and women's teams.

TABLE 2

RESPONSES TO QUESTION REGARDING SUPPORT FOR THE FEMINIST POSITION IN EDUCATION

Level of Support	Responses	
	Number (N)	(Percentage (%)
Strongly Support	21	47
Support	20	44
Undecided	1	2
Oppose	0	0
Strongly Oppose	0	0
No Response	3	7

Opinions Regarding Funding

Participants were asked to express their opinion toward four options for funding sports programs for boys and girls: (1) equal dollar allocations, (2) proportional dollar allocations based on enrollment, (3) proportional dollar allocations based on participation, and (4) proportional dollar allocations based on revenue raised through fan support. A summary of opinions is shown in Table 3.

TABLE 3

OPINIONS REGARDING FUNDING OPTIONS FOR
GIRLS' AND WOMEN'S SPORTS PROGRAMS

Options	Rating		Frequency	Percentage (%)
1. Equal dollar allocations	Strongly Support	(5)	24	53.6
	Support	(4)	16	35.6
	Undecided	(3)	2	4.4
$\bar{X}$ = 4.36	Oppose	(2)	3	6.7
s = .86	Strongly Oppose	(1)	0	0.0
2. Proportional enrollment based	Strongly Support	(5)	7	15.6
	Support	(4)	10	22.2
	Undecided	(3)	12	26.7
	Oppose	(2)	15	33.3
$\bar{X}$ = 3.16	Strongly Oppose	(1)	1	2.2
s = 1.13				
3. Proportional participation based	Strongly Support	(5)	1	2.3
	Support	(4)	0	0.0
	Undecided	(3)	11	25.0
	Oppose	(2)	20	45.5
$\bar{X}$ = 2.05	Strongly Oppose	(1)	12	27.3
s = .86				
4. Proportional revenue based	Strongly Support	(5)	0	0.0
	Support	(4)	2	4.4
	Undecided	(3)	5	11.1
$\bar{X}$ = 1.80	Oppose	(2)	20	44.4
s = .81	Strongly Oppose	(1)	48	40.0

Option One. There was fairly strong agreement in support of the "equal dollar" principle of funding. Sports equity leaders favored the idea of splitting funds fifty-fifty, for sports programs for boys and girls. Responses represent an idealized or desired condition for funding of programs. Presently, funding based on an equal split of dollars is not a realistic expectation. Arguments for such a split would be perceived as groundless since participation rates (opportunities for participation) of girls are substantially less than for boys. As unrealistic as the ideal may

seem, it does exist, and the next surge of progress in sports for girls and women may be based on such a vision.

Option Two. This option described a proportional split of funds based on numbers of boys and girls enrolled. Approximately thirty-eight percent supported and thirty-five percent opposed the option. Explanation of the lack of agreement is speculative. Enrollment in higher education is currently greater for women than for men and such an option could be seen by those participants who are employed in higher education as beneficial to women. Since numbers of boys and girls enrolled in public schools is only marginally different, public school people might feel that this option would create difficulty in projecting budgets. Moreover, broadening the issue beyond current public thinking is not generally considered a strategy beneficial to the achievement of focused change.

Option Three. Proportional dollar allocations based on participation (inclusion on a team roster) describes the current guiding principle for funding women's programs in many colleges and universities. Colleges use the "level of interest principle," as it has been called, to determine equity in program funding. Proportional funding of scholarships has served to cap participation by women at fixed percentage levels.

The high number of participants who opposed or strongly opposed (73.8%) the option indicated that neither high school nor college people favored the idea. Twenty-five percent expressed a neutral or undecided position. Although the idea of "proportional funding" complies with Title IX regulations, it is clear that these leaders did not favor the option.

Option Four. The fourth option stated that program funding should be proportional to fan support and revenue that teams can raise. This option reflects a business orientation to funding. Most colleges apply a business

approach to assure adequate funding for spectator sports. Such an approach depends upon a tradition of program continuance, success, recruitment, developmental programs which prepare children for advancement in the sport, and fan support which is contingent upon publicity.

Most women's teams do not have such history and do not generate substantial revenue. Funding dependent upon revenue and fan support was opposed by about eighty-five percent of the participants. The option was not considered a desirable alternative for funding of programs for girls and women. General opposition by leaders may exist because they are proponents of an educational model for sport program. Concern about loss of the developmental values of sport along with the dislike for recruiting, promoting, and fundraising may explain, in part, opposition to this option.

Options Regarding Publicity

Publicity given to men's and women's teams is addressed in the Policy Interpretation of Title IX. Compliance is determined by examining equivalence in three areas:

(1) availability and quality of sports information personnel
(2) access to publicity resources
(3) quality and quantity of publication and promotional devices

Even with improved institutional support in these areas, women's teams have not received a fair share of publicity. Breaking into the publicity network, which includes sports information services, public media support, community based sponsorship, and fan consumption, has not been achieved by many women's teams. Publicity is an on-going concern. Four options for providing publicity were presented to participants for their consideration. They included (1) equal publicity provided regardless of success or fan support, (2) publicity dependent upon team success, (3) publicity dependent upon fan interest, and (4) publicity dependent upon potential to generate revenue.

Table four summarizes the responses of participants.

TABLE 4

OPINIONS REGARDING PUBLICITY OPTIONS FOR GIRLS' AND WOMEN'S SPORTS PROGRAMS

Options	Rating		Frequency	Percentage (%)
L. Equal publicity to all teams	Strongly Support	(5)	25	55.6
	Support	(4)	10	22.2
	Undecided	(3)	6	13.3
$\bar{X}$ = 4.24	Oppose	(2)	4	8.9
s = 1.00	Strongly Oppose	(1)	0	0.0
2. Publicity dependent on success	Strongly Support	(5)	0	0.0
	Support	(4)	10	22.2
	Undecided	(3)	6	13.3
	Oppose	(2)	14	31.1
$\bar{X}$ = 2.24	Strongly Oppose	(1)	15	33.3
s = 1.15				
3. Publicity dependent on fan interest	Strongly Support	(5)	0	0.0
	Support	(4)	2	4.4
	Undecided	(3)	8	17.8
	Oppose	(2)	19	42.2
$\bar{X}$ = 1.91	Strongly Oppose	(1)	16	35.6
s = .84				
4. Publicity depends on revenue potential	Strongly Support	(5)	0	0.0
	Support	(4)	2	4.4
	Undecided	(3)	6	13.3
	Oppose	(2)	18	40.0
	Strongly Oppose	(1)	19	42.2
$\bar{X}$ = 1.80				
s = .84				

Option One. Participants were asked to respond to the option that "publicity be given equally to all teams regardless of success and fan support." A large majority of participants supported or strongly supported the option. Three of the four participants who opposed the option were college coaches. All had expressed very strong feminist leanings in support of educational equity. Responses of these four people to the other three

options for publicity were examined to better understand their position. One person was opposed to all options presented. One was neutral or undecided on all the other options. The remaining two only supported the option which suggested that publicity be given to teams dependent upon individual and team success. It seems that those four people did not have particularly strong feelings toward any of the options.

Option Two. The second option which made publicity dependent upon individual and team success was not favored by participants. The majority (64.4%) were opposed or strongly opposed to the option with twenty-two percent or ten people in support. Five of those ten participants saw the option as the most desirable presented; however, no one strongly supported it.

Options Three and Four. The third and fourth options were opposed by a majority of participants (77.8% and 82.2%, respectively). Those options proposed that publicity given to teams be dependent upon fan interest (third option) and upon potential to generate revenue (fourth option). The two people who favored the third option were the same two people who favored the fourth option. Both participants were college teachers, coaches, and former athletes. Both gave their strongest support for the equal publicity option, and viewed it as a more desirable option.

In summary, sports leaders supported equal publicity for girls and women and opposed options which linked publicity to team success, fan interest, or potential to generate revenue. The opinions expressed reflected on educational orientation rather than a professional or business approach. Those who were involved in college sports and who had experienced high level competitive expectations appear to be more sympathetic toward a business model of support for girls' and womens' sports programs.

Conclusion

Leaders of sports programs for girls and women, particularly those who serve as teachers, coaches, and administrators in the public schools and colleges, expressed attitudes toward funding and publicity that were supportive of educational and developmental values. They generally supported equal funding (50% for each) of sports programs for boys and girls. They also favored equal publicity for all teams regardless of success and fan support. Conversely, they opposed a business orientation to funding. They opposed the idea that program funding should be proportional to fan support and revenue, and they opposed the idea of publicity dependent upon fan interest, team success, or the potential to generate revenue.

This period of apparent calm on sports equity issues should not be taken as an indication of lack of concern or lack of commitment from grassroots leaders. An undertone of concern can be detected in the discrepancy which appears to exist between the current status of support and the more visionary ideas held by these leaders. The undercurrents of concern are part of larger problems which include:

. . . the decline in leadership positions for women

. . . inequities in opportunities and program support

. . . encroachment of the business model mentality upon educational sports programs

A continuing effort is needed to keep such issues before the public and to encourage change which will benefit girls and women. Dialogue which allows expression of the unity of concern shared by the community of leaders who seek improvement for girls and women in sports must continue.

REFERENCES

Department of Health, Education, and Welfare. (1979). Federal Register: Policy interpretations of Title IX educational amendments of 1972. Washington, D. C.: U. S. Government Printing Office.

Citizens for Sports Equity Project. Isaac, T. A. (Director). (1987). Sex equity in sports leadership: Implementing the game plan in your community. Funded by Women's Educational Equity Act Grant. Eastern Kentucky University, Richmond, KY.

Perry, J. L. (1986). Women and sports: Facts and issues. Journal of Physical Education, Recreation, and Dance. 57(3), 33.

Ross, J. G., Pate, R. R., Caspersen, C. J., Damberg, C. L., & Svilar, M. (1987). Home and community in children's exercise habits. Journal of Physical Education, Recreation, and Dance. 58(9), 85-92.

Wendt, J. C., & Carley, J. M. (1983). Resistance to Title IX in physical education. Journal of Physical Education, Recreation, and Dance. 54(9), 59-62.